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ABSTRACT

This report reflects the recommendations of the School Facilities Task Force (appointed for Alberta in February 1997) regarding the development of a new school facilities capital plan. Guiding principles included the needs of students, local decision making, and long-range planning. Nine appendixes include a sample school capital funding scenario; the purpose, members, scope, and process of the Task Force; and principles for Alberta's education system. Also provides the following lists: community public meetings and its participants; stakeholder and school board presentations; written submissions from the public; materials distributed by the Task Force; and references. Includes a discussion paper, "Towards Development of a New School Facilities Capital Plan for Alberta's Students," which reviews and describes in greater detail six key issues raised earlier in the text, including the maintenance, renovation, and replacement of existing school facilities and the accommodation of enrollment growth. Each issue also raises questions for further consideration. Discussion paper provides a comment sheet for response to the Task Force, as well as three appendixes. These final appendixes supply background information, a chart illustrating Alberta's school building inventory by age group, and a table of student enrollments from 1986-2000. (CMD)

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January 1998

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LEGISLATIVE ASSEMBLY
ALBERTA

GARY SEVERTSON
Member of the Legislative Assembly for Innisfail-Sylvan Lake
Chair, Standing Policy Committee on Education and Training

January 20, 1998

Honourable Gary G. Mar, Q.C.
Minister of Education
227 Legislature Building
10800 - 97 Avenue
Edmonton, Alberta
T5K 2B6

Dear Mr. Mar:

On behalf of the School Facilities Task Force, I am pleased to submit this report on a new school facilities capital plan.

The task force produced a discussion paper that was widely circulated, and undertook public consultations across the province. It held eight regional public meetings and three additional meetings with education stakeholders and school boards.

The task force consistently heard from Albertans and stakeholders that our children's education is a top priority. Through the consultation process, Albertans expressed the need for the province to continue to provide quality facilities that support and enhance the learning of Alberta's students. Albertans also supported the need to protect our school facility infrastructure to avoid massive repair costs at a later date.

I would like to express sincere thanks to those Albertans, stakeholder organizations and school boards who took the time to participate in the public meetings and prepare their submissions. Their ideas and advice were valuable to the task force in preparing its recommendations.

Yours sincerely,

Gary Severtson

Gary N. Severtson
M.L.A., Innisfail-Sylvan Lake
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Introduction

Education is one of the Alberta government's top priorities. Alberta government and school boards strive to provide adequate school facilities for all students. Their goal is to ensure that each school has a safe and healthy environment that is suitable for and conducive to learning. This goal has never been easy to achieve. Today the School Facilities Capital Plan for Alberta is facing some unprecedented challenges.

The costs of school facility infrastructure continue to rise while the amount of public funds available for education remains limited. The total student enrolment in Alberta is growing at a steady pace, and the student population continues to move away from communities where existing schools are located into communities that have few or no school facilities. Two-thirds of Alberta's 1483 school buildings are more than twenty-five years old and are in need of upgrading and renovation. These and other significant trends are having a huge impact on school facilities planning and management. It has become clear that Albertans must continue to look at alternative approaches to and innovative ways of providing school facilities.

The government is committed to consulting regularly with Albertans on important issues. In February 1997, Honourable Gary Mar, Minister of Education, established a School Facilities Task Force to conduct public consultations and to make recommendations to him on a new school facilities capital plan to address the needs of Alberta students in the year 2000 and beyond.

In August 1997, a discussion paper, "Towards Development of a New School Facilities Capital Plan for Alberta's Students" was distributed to school boards and other stakeholder organizations (see Appendix 9). The paper was also available to the public on the Internet at <http://ednet.edc.gov.ab.ca>, Alberta Education's home page. Eight public consultation meetings were held in St. Paul, Grande Prairie, Red Deer, Lethbridge, Medicine Hat, Fort McMurray, Calgary and Edmonton in September and October. Three meetings with stakeholder organizations and school boards were held in Calgary, Red Deer and Edmonton in October and November.

Over four hundred Albertans and stakeholder representatives attended the consultation meetings. In addition, over one hundred written submissions were received from parents, teachers, school councils, school boards, stakeholder organizations and other interested Albertans.

The task force supplemented the public forums with visits to schools and the review of reports on school capital funding plans and policies prepared by Alberta Education, other provinces and organizations.

In November and December 1997, the task force reviewed the public input and developed recommendations for a new school facilities capital plan. This report reflects the public response and the task force's deliberation.

Guiding principles

The task force agreed upon the following guiding principles as the basis for developing its recommendations. These guiding principles are consistent with the principles for Alberta's education system (see Appendix 3).

1. **Needs of Students:** students are the focus of all activities in the education system. The provincial capital plan must reflect the changing needs of students and educational programs.

2. **Adequacy, Equity, Commitment:** funding for the provincial school facilities capital plan must be adequate to meet the needs of students, equitable to recognize differences in facility needs among school jurisdictions and committed for a reasonable time period to provide a degree of certainty for capital planning and implementation.

3. **Local Decision Making:** capital funding must allow for maximum decision making at the school board level.

4. **Effectiveness and Efficiency:** capital funding should address the need to maximize cost effectiveness and efficiency when creating new capacity and maintaining and modernizing existing facilities.

5. **Long Range Planning:** school boards must plan effectively and collaboratively for their long-term capital needs.

6. **Innovation:** capital funding should encourage innovative approaches for providing school facilities infrastructure which create educational environments that students need for learning.

7. **Accountability:** all those involved in making decisions about educational matters, including the allocation of public funds for school capital, must be accountable for their decisions and choices. School boards will be held accountable for reporting their capital funding expenditures and the outcomes of their capital plans.

Summary of key recommendations

Following is a summary of the task force's key recommendations:

Planning and Managing School Facilities Capital

- The Minister of Education should establish standards and guidelines for all aspects of school facilities.
- The Minister of Education should establish a school facility information system for use in planning and managing school facilities.
- The provincial government should establish a long-term school capital plan to provide adequate, predictable and sustainable funding for school facility infrastructure. The plan should be for a five-year period with funding allocations made for three years on a rolling basis.
- School boards should develop long-term facility plans (for ten years or more) and three-year capital plans.

Maintaining and Renovating/Modernizing Existing School Facilities

- The provincial government should provide funding to eliminate the current backlog of school maintenance and modernization projects over the next five years.
- The provincial government should provide a separate pool of funds for maintaining and modernizing existing facilities.
- The Minister of Education should allocate maintenance and modernization funding to school boards on a block basis.
- School boards should submit long-term facility modernization plans for approval by the School Facilities Branch of Alberta Education.

Accommodating Enrolment Growth

- School boards should continue to be required to consider all possible alternatives for accommodating students and delivering programs before a capital project to create new capacity is approved.
- The Minister of Education should provide school boards with prototypical floor plans for new schools for possible use by school boards.
- The Minister of Education should revise the method of determining capacity and space utilization that recognizes changes in the delivery of education programs and the operational requirements of schools.
- The Minister of Education should further examine the feasibility of alternative financing methods for school capital construction.

Accommodating New Education Programs and Different Delivery Methods

- School boards should consider sharing specialized facilities (such as Career and Technology Studies areas) between schools and between school boards.
- School boards should consider partnerships with business enterprises.
- When major revisions are made to education programs, the provincial government should undertake appropriate capital planning and ensure that there is specific funding for facilities and equipment.

Sharing Facilities, Resources and Activities

- The provincial government should create a co-ordinating body and require provincial agencies, school boards and local governments to actively seek opportunities to share facilities.
- The provincial government should create an inventory of existing public buildings that school boards, public agencies and the private sector could possibly use.
- All school boards should share facilities until enrolment growth warrants new construction (with protection provided for the integrity of programs; for example, Catholic schools).

Innovation Funding

- The Minister of Education should establish a fund to support innovative school facility projects.
- The Minister of Education should develop and publish guidelines and criteria for approving innovative projects.

Public-Private Partnerships

- The Minister of Education, with input from an advisory committee, should review options for providing education facilities through public-private partnerships and establish a policy framework and guidelines for partnership projects.

Recommendations

I. Planning and Managing School Facilities Capital

Effectively planning and managing school facilities capital is a complex and important undertaking. The provincial government and school boards must make decisions involving large sums of money while taking into account a whole range of variables such as projected growth and movement of the student population, the age and condition of facilities, changes in education programs and the number of dollars available. Even more important than the amount of money that is at stake is the need to ensure that all Alberta students have equitable opportunities to receive a high quality education.

Overall, the current provincial capital plan provides a sound framework for planning and managing school facilities. The recommendations presented in this report are directed toward improving the process and outcomes.

The task force sees a need for Alberta Education to establish standards, guidelines and a school facility information system which would be a valuable resource for school boards and the department in planning and managing school facilities more effectively. It also sees a need for more long-term capital planning at provincial and school district levels. The provincial government should provide adequate, predictable and sustainable long-term funding for school facility infrastructure and school boards should develop long-term facility plans.

Recommendations

1. The Minister of Education establish standards and guidelines for all aspects of school facilities including facility planning, design, construction, space utilization, capacity determination, operations and maintenance, renovations and development of school boards' long-term facility plans and capital plans.

2. The Minister of Education, in consultation with school boards, evaluate all existing school facilities and establish a school facility information system for use in planning and managing school facility infrastructure. Once the system is established, school boards would assume responsibility for maintaining and updating local information systems.

3. School boards develop long-term facility plans (for ten years or more) and three-year capital plans. The three-year capital plans should include clearly defined goals, measures and results that are related to the boards' three-year business plans.

4. The Minister of Education and school boards report to the public the results of their capital plans as part of their annual reporting.

5. The provincial government establish a long-term school capital plan to provide adequate and sustainable funding for school facility infrastructure. The plan should be for a five-year period with funding allocations made for three years on a rolling basis: approval in full to proceed with construction of projects in year one and approval in principle to proceed with planning and design of projects for years two and three.

6. The provincial school capital plan provide funding to school boards for the planning and development of local facility and capital plans.

7. The provincial government increase co-ordination of capital planning and sharing of public facilities across government.

8. The School Buildings Board approve only school capital projects that create new space or capacity.

9. Alberta Education assume a greater role in:
   (a) establishing provincial standards and guidelines
   (b) providing information and planning advisory services to school boards
   (c) co-ordinating facility and capital planning among school boards and public and private agencies, and
   (d) monitoring and evaluating the results of provincial and local capital plans.

10. The Minister of Education review current policies on capital funding for charter schools.

II. Maintaining and Renovating/Modernizing Existing School Facilities

About 66 per cent of Alberta's 1483 schools are more than twenty-five years old. In ten years, this number will increase to 84 per cent. Many of these schools need major maintenance and improvement to provide healthy and safe environments and suitable facilities to support students' learning. Further, Alberta's school facilities represent a very large investment that must be protected and maintained to serve present and future generations.

Throughout the public consultation, Albertans expressed their concerns that the maintenance and renovation of school buildings have not kept pace with the needs. In the past several years, funding for maintenance and renovation was often the first to be cut when budget decisions were made. As a result, essential maintenance and modernization were deferred and the backlog has reached significant proportions. The cost of catching up on

maintenance and renovation is estimated at about $771 million. Deferred maintenance of school buildings is a widespread problem in North America, including school jurisdictions in Alberta. This has been reported by several national and provincial/state organizations.

The task force looked at comparable capital management policies in the private sector, where the rule of thumb is to set aside between 1.5 and 2 per cent of the replacement value of capital stock for maintenance and renovation. If Alberta Education were to use these figures, it would be spending up to $140 million a year to maintain and renovate its school facilities, which have a replacement value of about $7 billion. At present, Alberta Education spends about $80 million a year or 1.2 per cent of replacement value.

The task force sees the need for the provincial government to provide adequate and sustainable funding to address both the backlog and the regular maintenance and renovation of school facilities. An undertaking of a large amount of funds for building maintenance and improvements requires co-operation and planning involving Alberta Education, school boards and schools. Alberta Education needs to assume a greater leadership and co-ordination role in developing and sharing a broad information base on school facilities and innovative ways to maintain and modernize school facilities.

Recommendations

1. The provincial government provide funding to eliminate the current backlog of school maintenance and modernization projects over the next five-year period (1998/1999 to 2002/2003).

2. The provincial government provide a separate pool of funds for maintaining and modernizing existing facilities. This fund would be equal to the private sector rate of 2 per cent of facility replacement value as a baseline annual budget.

3. The Minister of Education, in consultation with school boards, establish a block funding formula for allocating maintenance and modernization funds to school boards. The formula should be used to allocate:
   a) additional funding to eliminate the current backlog of maintenance and modernization, and
   b) new funding for maintenance and modernization projects starting in 2000/2001.

4. School boards submit long-term facility modernization plans to the School Facilities Branch of Alberta Education for approval before funds are released for maintenance and modernization.

5. The Minister of Education monitor and evaluate the results of maintenance and modernization of existing school facilities across the province.

6. The Minister of Education consider operation and maintenance costs of facilities over their life expectancy (life-cycle costs) as important factors in establishing provincial cost standards for school construction.

III. Accommodating Enrolment Growth

Alberta student enrolments are increasing every year, creating a need for additional space or more effective use of existing space. In 1996/1997, the provincial student population increased by about 10,900 students. Immigration and inter-provincial migration contribute significantly to student enrolment which is projected to increase by about 11,000 students per year over the next few years. School space is available, but not necessarily where the enrolment growth is taking place.

Added to the challenge this presents is the population shifts from rural areas to urban centres and from inner city areas to new suburbs and bedroom communities.

Recommendations

1. School boards continue to be required to consider all possible alternatives for accommodating students and delivering programs before a capital project to create new capacity is approved. The alternatives may include making more efficient use of existing facilities, sharing facilities, using technology for instruction, flexible scheduling and offering programs in business or industrial facilities in partnership with local organizations.

2. School boards be required to examine the feasibility of increasing the utilization of existing senior high school facilities by 20 per cent before funding is approved for new senior high school space.

3. School boards continue to be required to submit a long-term facility plan (for five years or more for new space requirements) and a report on the alternatives for student accommodation as part of their applications for funding to the School Buildings Board.

4. The School Facilities Branch of Alberta Education assume a greater role in co-ordinating student accommodation planning among school boards.

5. The Minister of Education continue to encourage partnerships among school boards, government agencies and private sector organizations in providing facilities to accommodate enrolment growth.

6. The Minister of Education provide prototypical floor plans for new schools and relocatable classrooms and consider a plan to construct a number of relocatable classroom units and make them available to school boards to accommodate enrolment growth.

7. The Minister of Education continue to support the expandable-contractible core school model for new school facilities and consider a pilot project to build a small core school with four to six classrooms for primary grades in a growth community.

8. The Minister of Education revise the method of determining capacity and space utilization that recognizes changes in the delivery of new education programs and the operational requirements of schools.

9. The Minister of Education further examine the feasibility of alternative financing methods for school capital construction.

10. The Minister of Education, in consultation with municipalities and school boards, review the process for:
    a) developing agreements between municipalities and school boards on the joint use of municipal school reserve land
    b) providing land for schools in the land subdivision process
    c) determining appropriate municipal development costs for school facilities developments, and
    d) making better use of excess school space by increasing the flexibility of municipal land use bylaws for the temporary use of school sites.

11. The provincial government increase co-ordination of the use of public facilities by various agencies, school boards and local governments.

IV. Accommodating New Education Programs and Different Delivery Methods

Schools are continually adjusting their programs to make learning more relevant to students' needs. New programs, such as Career and Technology Studies (CTS), have been introduced to prepare students for the workplace. Different methods of teaching (individualized instruction, self-directed learning, etc.) have also been used to improve student learning. Schools and equipment need to be regularly upgraded to handle these changes.

Technology has become an essential tool for improving learning and teaching, providing better access to programs and developing proper skills required by students for a knowledge-based society. Schools need new wiring to provide local area networks. In addition, all schools need to be connected to local school district networks, a provincial learning network and the information highway.

One of the viable solutions that came up in discussion with Albertans was the sharing of specialized facilities among schools and school boards. Another commonly suggested approach was partnership arrangements with business and industry—which not only reduce the cost of facilities and equipment, but also tend to increase the quality of instruction through enhanced opportunities for applied learning in real-life situations.

Recommendations

1. School boards be encouraged to share specialized facilities (such as Career and Technology Studies areas) between schools or school boards if space is available and travel time and transportation costs are acceptable.

2. School boards be encouraged to enter into partnerships with business enterprises.

3. For future major revisions to education programs that require capital improvements, the provincial government undertake appropriate planning and ensure that there is specific funding for facilities and equipment.

V. Sharing Facilities, Resources and Activities

During the task force's consultations, Albertans strongly supported the concept of sharing facilities among schools, school boards, government services and the community at large. They see sharing as an effective way of maximizing the use of publicly funded buildings and equipment with few, if any, negative effects on the quality of education. The types of facilities that may be suitable for shared programs include day care centres, Early Childhood Services operations, government offices, social services, gymnasiums, libraries, colleges and seniors' centres. The task force's recommendations reflect this direction.

For example, as the new Career and Technology Studies program is being implemented in schools across the province, there may well be many opportunities for schools and school boards to share specialized facilities and equipment. Another alternative approach that is already in place in some communities is to have students use the facilities and equipment that are available in local business and industry, through various kinds of school-business partnerships.

One concern about shared space was the possibility of compromising the essential nature of a program. For example, Catholic school board officials stated they need to protect the integrity of Catholic education. The task force believes that public and Catholic school boards will be able to enter into mutually agreeable arrangements for sharing school facilities on an interim basis.

As with the issue of maximizing use of existing school spaces, schools in rural areas face special challenges in sharing space. Although fewer options are available in rural communities, there may be more possibilities than are immediately apparent. The provincial government could assist school boards in locating appropriate sharing opportunities by setting up a co-ordinating body and developing an inventory of available spaces.

Recommendations

1. The provincial government create a co-ordinating body and require provincial agencies, school boards and local governments to actively seek opportunities to share facilities.

2. The provincial government create an inventory of all existing public buildings that school boards, public agencies and the private sector could possibly use.

3. All school boards share facilities on an interim basis (until enrolment growth warrants new construction) while ensuring the integrity of educational programs provided by each school board.

4. Alberta Education provide the assistance needed to facilitate the shared use of school facilities.

VI. Innovation Funding

The task force sees the need to explore the many possible alternatives for accommodating teaching and learning activities. It is clearly time to take a hard look at the viability of the traditional approaches to accommodating students and teachers, and to consider taking some innovative measures in this area. Often, however, school boards need incentives and encouragement to do this.

Although a major driving force for pursuing innovative school facilities is the need to reduce costs, there is also a distinct possibility that innovative approaches to school facilities could prove to be even more effective than the traditional ones. For example, current technology is permitting school jurisdictions to deliver a high quality of education to students in rural areas with sparse populations. Various forms of distance learning and individualized computer-assisted instruction could provide instruction that is superior to traditional teaching.

Although a total move to "virtual" education is unlikely in the foreseeable future, the delivery of certain types of new education programs may well be more effective outside of the standard school building that has effectively served North Americans for many years.

Any innovations that are funded by the provincial government should involve ideas that other school boards (and possibly other public agencies) could replicate.

Recommendations

1. The Minister of Education establish an Innovation Fund to support innovative school facility projects.

2. The Minister of Education develop and publish guidelines and criteria for approving innovative projects.

3. The School Buildings Board be responsible for approving innovative school facility projects.

4. Projects supported by the Innovation Fund must meet need criteria and priorities for capital funding.

VII. Public-Private Partnerships

Partnerships between schools or school boards and the private sector are not a new idea. In many Alberta schools, these types of partnerships are already providing students, teachers, and private sector partners with many benefits. For example, students may receive mentoring or work experience, schools may receive equipment and/or an enhanced community image, and businesses and industries usually have opportunities to contribute to and participate in the education of future citizens and employees. Since these arrangements have been largely successful and are generally improving the quality of education, many participants in the public consultations supported using public-private partnerships to develop or improve school facilities.

The task force agrees this is an area that should be pursued further. There are currently several school facilities partnership agreements in place, most notably the Telus School in Calgary (housed in the company's downtown offices) and the Westwood Community High School in Fort McMurray (which includes a YMCA facility). There is potential for much broader use of such partnership applications; possibly joint building projects, leasing of facilities and joint delivery of programs such as Career and Technology Studies.

Recommendations

1. The Minister of Education, with input from an advisory committee, undertake a comprehensive review of the public-private partnerships concept for providing education facilities and establish a policy framework and guidelines for public-private partnership projects.

2. To provide new facilities, the Minister of Education examine:
   a) public-private partnerships with respect to financing options such as developer build/lease back
   b) the feasibility of public-private partnerships to provide new school facilities in new subdivisions
   c) the feasibility of public-private partnerships involving school boards, private sector developers, municipal government and community organizations.

3. To re-use excess school space, the Minister of Education examine:
   a) the feasibility of public-private partnerships
   b) the feasibility of sharing facilities with post-secondary educational institutions and business organizations.

APPENDIX 1

School Capital Funding Scenario

School Capital Funding Scenario

In the following school capital funding scenario, the current backlog of critical maintenance and modernization projects would be eliminated over the next five years (1998/1999 - 2002/2003). In addition, any further backlog in the 1996/1997-1999/2000 period would be addressed under a new five-year capital plan. It is worth noting that once the backlog has been eliminated, capital costs would drop significantly to about $240 million starting in the year 2005/2006.

The cost estimates shown in the table are based on a method of estimating capital needs using a replacement schedule for various building components and Alberta Education expenditure records. They are not based on an evaluation of individual school facilities. A more accurate cost estimate could be obtained if all existing facilities are evaluated as recommended by the task force (Recommendation 2, page 8). Using the method of estimation, the current backlog is estimated at about $771 million of which approximately $450 million is for critical maintenance and modernization projects.

School Capital Funding Scenario[1]

(In Million Dollars)

Fiscal Year

	1998/ 1999	1999/ 2000	2000/ 2001	2001/ 2002	2002/ 2003	2003/ 2004	2004/ 2005	2005/ 2006
Maintenance and Modernization, Critical Backlog[2]	90	90	90	90	90	94	94	–
Maintenance and Modernization, Projected Needs	140	140	140	140	140	140	140	140
New Programs Delivery	30	30	30	30	30	30	30	30
New Facilities (growth)[3]	70	70	70	70	70	70	70	70
TOTAL	330	330	330	330	330	334	334	240

1. Based on 1998 dollars with no inflation index.
2. Current backlog of critical maintenance and modernization estimated at about $450 million would be funded over the five year period (1998/1999—2002/2003) and additional backlog would be funded in 2003/2004 and 2004/2005.
3. Based on an estimate that only 60 per cent of the projected enrolment growth (an average of 11,000 new students per year) would require new space. The balance of the growth would be accommodated in existing school facilities or through other alternatives.

APPENDIX 2

School Facilities Task Force
Terms of Reference

School Facilities Task force

Terms of reference

Purpose:

To recommend a school facilities capital plan that addresses the needs of Alberta's students.

Members:

The School Facilities Task Force consists of the following members:

- Mr. Gary Severtson - M.L.A. for Innisfail-Sylvan Lake (Chairman)
- Mrs. Bonnie Laing - M.L.A. for Calgary-Bow
- Mr. George Nicholson - representing the Alberta School Boards Association
- Mr. John Bole - representing the College of Alberta School Superintendents
- Mr. Terry W. Storch - representing the Alberta Teachers' Association
- Mr. Murray Lloyd - representing the Association of School Business Officials of Alberta
- Mr. David Purdy - representing the Council of Educational Facility Planners, Alberta Chapter
- Mrs. Laurie Fipke - public representative, DV Casual (Thorsby, Alberta)
- Mr. Joe Leung - public representative, Marquis Communities Development Inc.
- Mr. Ward Garven - public representative, Xerox Canada Ltd.
- Mr. A. Douglas Rogan - public representative, Taku Gas Limited

The School Facilities Task Force was assisted by the following Alberta Education staff members from School Facilities:

- Mr. Hoang Le, Assistant Director
- Mr. Tim Yip, Senior Consultant
- Mr. Grant Moore, Research and Planning Officer
- Ms. Laurel Cook, Manager, Administrative Services

Scope:

The School Facilities Task Force will develop its recommendations for a new school facilities capital plan within the following scope:

1. The school facilities capital plan will begin to apply to projects requested in 1998 and approved for the 2000-01 fiscal year.

2. In developing its recommendations for a school facilities capital plan the task force will consider:

    a) the best ways to properly maintain, restore, and upgrade the approximately 1500 schools in Alberta having a replacement value of over $6 billion;
    b) the most cost effective ways of providing new schools, additions, and portables;
    c) how school space can be used to its maximum through sharing and transfer of school facilities by boards;
    d) how existing public sector buildings can best be utilized for school purposes;
    e) how the private sector might be involved in providing school facilities within existing buildings or new developments;
    f) how new school facilities might be incorporated with other public facilities such as libraries, recreation centres, performing arts centres, and senior citizens' lodges;
    g) the criteria and practice used by the School Buildings Board in approving school building projects; and
    h) incentives for school boards to maximize their use of existing school facilities.

Process:

The School Facilities Task Force will:

1. meet as required at the call of the chair by May 1997;
2. review present practices of providing for school facilities in the Province of Alberta;
3. consider all parts in the scope of the Terms of Reference and develop a discussion paper on ways to effect these in a school facilities capital plan;
4. distribute the discussion paper to representatives of school jurisdictions and others interested in school facilities by August 15, 1997, and hold regional meetings and invite submissions to receive feedback and advice on the discussion paper by October 31, 1997;
5. present its recommendations on the school facilities capital plan to the Minister of Education by December 15, 1997.

APPENDIX 3

Principles for Alberta's Education System

Principles for Alberta's Education System

1. ***Access to quality education:*** Every student in Alberta has the right of access to a quality basic education which is consistent with the students' abilities and provides the necessary knowledge, skills and attitudes to fulfill personal goals and contribute to society as a whole.

2. ***Equity:*** All students in Alberta will have access to a quality basic education regardless of where in the province they live.

3. ***Flexibility:*** Within standards and policies set by the provincial government, there will be opportunities for choice in the public education system. School boards, schools and individual teachers have flexibility to meet the unique needs of the students and communities they serve.

4. ***Responsiveness:*** The student is the focus of all activities in the education system: legislation, policies and practices must respond to the needs of students.

5. ***Accountability:*** All those involved in making decisions about educational matters, including the allocation of public funds for education, must be accountable for their decisions and choices. This includes the Minister of Education, school boards and their staff, parents, as well as students.

Source:

Meeting the Challenge IV, Detailed Three-Year Plan for Education in Alberta, 1997/1998 - 1999/2000

APPENDIX 4

List of Public Meetings and Participants

School Facilities Task Force
Public consultation meeting participants

Alberta Community Development provided leadership in facilitating group discussions at each of the public meetings. This assistance helped to guide the progressive development of each community meeting which in turn improved the process as the task force went from community to community. The staff who assisted are named along with the lists of participants for each meeting. The School Facilities Task Force is very appreciative of their excellent work in recording comments and facilitating the flow of conversation in each of their groups.

St. Paul • September 23, 1997 • St. Paul Regional High School, Cafeteria

Alberta Community Development Facilitators: Gene Roach (lead), Karen Doyle, Dale Drummond, Rob Hagg, Mike Scheidl, and Scott Vaughan.

1. Beaubien, Yvan
2. Bodnar, Leslie
3. Brodziak, Carmen
4. Bunz, George
5. Burton, Donna
6. Buryn, Lorne
7. Cabaj, Ted
8. Champagne, Jean
9. Champagne, Rene
10. Coates, Adele
11. Doonanco, Peter
12. Faucher, Noella
13. Grosseth-Hutton, Wendy
14. Harper, Darlene
15. Harper, Murray
16. Hassey, Johanne
17. Hebert, Marie Anne
18. Hudson, Velma
19. Huxley, Randy
20. Kunnas, Floyd
21. Lafrance, Rene
22. Mahe, Faye
23. Michaud, Claudette
24. Morgan, Keith
25. Ouellette, Vital
26. Pearson, Terry
27. Penner, Mary Anne
28. Piquette, Ernest
29. Provost, Bernadette
30. Rebryna, Lesley
31. Richard, Conrad
32. Romanchuk, Brent
33. Sansom, Philip
34. Sauer, Ray
35. Tremblay, Joy
36. Tung, Parrish
37. Van Ee, Richard
38. Young, Lorne
39. Zarowny, Don

Grande Prairie • September 25, 1997 • Golden Inn, Marlboro Room

Alberta Community Development Facilitators: Gene Roach (lead), Karen Doyle, Rob Hagg, Mike Scheidl, and Scott Vaughan.

1. Bass, Karen
2. Becker, Ian
3. Beier, Rick
4. Belke, Ken
5. Burge, Grant
6. Contenti, Tony
7. Croken, John
8. Dent, Anita
9. Doll, Wayne
10. Donaghy, Murray
11. Emerson, Olive
12. Fate, Ken
13. Goerz, Terry
14. Grant, Dennis
15. Greentree, Carolyn
16. Jacobs, Pat
17. Jacques, Wayne
18. Johnson, Elouise
19. Kuester, Darren
20. Kurylo, Paulette
21. Lee, Jaqueline
22. Lee, Rodney
23. Leech, Robert
24. Linden, Maureen
25. McIntosh, Dana
26. Marston, Laurie
27. Moltzan, Bruce
28. Ostermeier, George
29. Phillips, Lynne
30. Prokopowich, Karen
31. Radbourne, Lorne
32. Riegel, Ken
33. Robertson, Jim
34. Sandeman-Allen, Wanda
35. Scerbak, Greg
36. Shumard, Anne
37. Spencer, Guy
38. Toews, Leonard
39. van Tamelen, Dave
40. Warne, Barry

Red Deer • October 2, 1997 • Holy Family Elementary School, Atrium

Alberta Community Development Facilitators: Gene Roach (lead), David Laing, Vic Moison, Fred Tyrrell, and Terry Vaughan.

1. Baumgarten, Lloyd
2. Bradley, Marilyn
3. Buss, Brad
4. Congdon, Ray
5. Cousins, Deborah
6. Cousins, Greg
7. Deck, Gordon
8. Denischuk, Susan
9. Doerksen, Victor
10. Dolan, Don
11. Enright, Lorne
12. Fader, Herb
13. Fisher, Maureen
14. Gowans, Paul
15. Harris, Lenore
16. Heidecker, Brian
17. Herron, Linda
18. Krogh, Ann
19. Lafleur, Tiny
20. Latta, Steve
21. Lewis, Becky
22. Mann, Grant
23. McMechan, Dave
24. Millar, Robert
25. Newman, Phil
26. Rideout, Brian
27. Roman, Elsie
28. Roy, Susan
29. Sandall, Val
30. Schalin, Barry
31. Schulte, Bill
32. Schwenneker, Larry
33. Shanahan, Sheila

34. Sherman, Steve
35. Sirrs, Doug
36. Smith, Ken
37. Smith, Warren
38. Steward, Gord
39. Tagg, Geoff
40. Thorlakson, Betty Ann
41. Ward, Doug
42. Webber, Cynthia
43. Westlund, Cathy
44. Williamson, Terry
45. Wilson, Rick
46. Yargeau, Linda
47. Yates, Ed

Lethbridge • October 7, 1997 • Lethbridge Collegiate Institute, Gymnasium

Alberta Community Development Facilitators: John Pryde (lead), Rob Benn, Dick Larsen, and Fred Tyrrell.

1. Amundsen, Fran
2. Anderson, Greg
3. Barnett, Mick
4. Berlando, Dwayne
5. Bolton, John
6. Brugos, Rick
7. Buist, Doug
8. Cottle, Mel
9. Goslin, Khym
10. Hall, Kelly
11. Heaton, Daniel
12. Hanna-Homulos, Rosalie
13. Homulos, Del
14. Kloepper, Alan
15. Kranzler, Bryan
16. Letain, Frank
17. Lint, Suzanne
18. Lloyd, Doreen
19. Machacek, Lillian
20. McClafferty, John
21. Meulenbroek, Karel
22. Nilsson, Larry
23. Noyes, Sherry
24. Rymes, Howard
25. Sandberg, Maryanne
26. Savill, John
27. Shimp, Nina
28. Spearman, Chris
29. Tuveson, Andy
30. Vander Linden, Gus
31. Waldern, Gerald
32. Welsch, Marilyn
33. Vandenberg, Henk

Medicine Hat • October 9, 1997 • Medicine Hat High School, Cafeteria

Alberta Community Development Facilitators: John Pryde (lead), Rob Benn, Dick Larsen, and Fred Tyrrell.

1. Baird, Robert
2. Baumback, Wayne
3. Beresh, Dave
4. Bergum, Judy
5. Brown, Bob
6. Chapman, Glenn
7. Charlton, Karen
8. Cocks, Pat
9. Cunningham, Lyle
10. Dillman, Al
11. Erb, Elaine
12. Erickson, Bill
13. Fisher, Marilyn
14. Flaig, Nat
15. Frey, Brian
16. Gallup, Ed
17. Giduk, Glen
18. Girardin, Bernie
19. Hexter, Ed
20. Kirchner, Donna
21. Kloepper, Alan

22. Laqua, Don
23. McLaughlin, Ian
24. Moench, Sue
25. Niven, Lorne
26. Pickett, Lee
27. Pudwell, Doug
28. Rae, Bill
29. Reimer, Bart
30. Ringrose, Debbie
31. Schafer, Wilf
32. Serr, Ken
33. Smith, Cathy
34. Sommerfeld, Rodney
35. Stoller, Larry
36. Townsend, Bob
37. Woods, LeeAnn

Fort McMurray • October 14, 1997 • Westwood Community High School, Cafeteria

Alberta Community Development Facilitators: Dale Drummond (lead), Louise Belanger, Karen Doyle, and Madeline Nixon.

1. Baker, Kathy
2. Ball, Linda
3. Barnes, Leslie
4. Bilou, Tim
5. Bunn, Caryne
6. Clarkson, Sharon
7. Doj, John
8. Durocher, Fay
9. Gagnon, Francois
10. Gorman, Lynn
11. Hale, Sheila
12. Hansen, Les
13. Haughian, Barry
14. Langis, Terry
15. McIsaac, Dan
16. Moore, Jim
17. Reach, Rhonda
18. Rempel, Nancy
19. Ripka, Ernie
20. Schrama, Pam
21. Tkachuk, Marv
22. Topolinski, Jacqueline
23. Traverse, Cassandra
24. Turner, Sharon
25. Walbridge, Judy
26. Weber, Tami

Calgary • October 16, 1997 • Crescent Heights High School, Cafeteria

Alberta Community Development Facilitators: Doug Balsden (lead), Duna Bailey, David Laing, Vic Moison, Dru Molher, Fred Tyrrell, and Duane Van Bavel.

1. Ady, Cindy
2. Andison, Rick
3. Bailey, Fred
4. Bell, Bob
5. Chant, Jack
6. Chapman, Bob
7. Chiste, Gary
8. Clark, Bruce
9. Clinckett, David
10. Couture, Darrell
11. Crombe, Jeanine
12. Czerwinski, Lori
13. Delaney, Jim
14. Douglass, Barb
15. Dyck, Terry
16. Evans, Randy
17. Fudger, Dave
18. Gillies, Fred
19. Haahr, Virginia
20. Hergott, Mark
21. Holbrook, Serena

22. Irvine, Rob
23. Isaac, Murray
24. Kaiser, Carolyn
25. Koch, Jo-Anne
26. Knight, Sherrill
27. Laba, Stan
28. Lake, Vi
29. Lalonde, Larry
30. Lehmann, Lars
31. Lewis, Jim
32. Lowry, Lisa
33. Martell, Cecilia
34. MacLean, Vicky
35. McLeod, Sharon
36. McTavish, Debra
37. Melathopoulos, Stavro
38. Milnes, Kevin
39. Milnes, Wanda
40. Morrison, Scott
41. Munro, Maureen
42. Murray, John
43. Mysliwy, Richard
44. Nakonechny, Dave
45. Nelson, Glenn
46. Nolan, Ron
47. O'Neill, Don
48. Parker, Richard
49. Pockar, Amil
50. Pokorny, Karel
51. Powers, Betty
52. Proudfoot, G.F.
53. Pudelko, John
54. Punshon, Leslie
55. Rosenstein, Connie
56. Scott, Valerie
57. Smith, Ruth
58. Stengler, Mary
59. Stewart, Steve
60. Storey, Craig
61. Sullivan, Ted
62. Temple, Jacqueline
63. Thomson, Lyall
64. Vermunt, Ray
65. Wallace, Ron
66. Wheatley, John
67. Wilson, Rita
68. Woodlock, Fred
69. Yates, Ed
70. Zord, Gayle

Edmonton • October 21, 1997 • St. Joseph's Catholic High School: Cafeteria

Alberta Community Development Facilitators: Gene Roach (lead), Chuck Clarke, Andrew Curran, Anne Davidson, Rob Hagg, Dianne Johnson, Marci Scharle, Jim Singbeil, and Fred Tyrrell.

1. Ambrozic, Chris
2. Antonello, John
3. Bauman, Terry
4. Bills, Tonia
5. Burdett, Christine
6. Byers, Lois
7. Caley, Marie
8. Campbell, Alec
9. Cherney, Lindsay
10. Christie, Dave
11. Christie, Dennis
12. Christie, Gemma
13. Chubocha, Ed
14. Connolly, Louise
15. Craig, Robert
16. Emslie, Jim
17. Euinton-Glasshan, Jane
18. Fedor, Brian
19. Fensky, Ed
20. Fortin, Terry
21. Galesloot, Rob
22. Goertz-Bonyai, Erica
23. Grantovich, Michael
24. Guthrie, Jim
25. Hamilton, David
26. Handke, Gordon
27. Harries, Philip
28. Heffernan, Colleen
29. Hlushak, Larry
30. Huber, Helen
31. Isaac, Richard
32. Jespersen, Clayton
33. Johnson, Malcolm
34. Leeder, Paul
35. Lo, Tom
36. Lovich, Randy

37. Ludwig, Cathy
38. Lumley, Eric
39. MacDonald, Hugh
40. MacDougall, David
41. McCracken, Bernie
42. McGinn, Liz
43. McKay, Ronald
44. McKee, Garnet
45. Mielke, Marcia
46. Mielnichuk, June
47. Mitchell, Brian
48. Mitra, Tony
49. Moore, Grant
50. Neil, Barb
51. Neil, David
52. Ng, Francis
53. Nichol-Stiksma, Laura
54. Nolette, Roland
55. Notdorft, Terri
56. Olson, Virginia
57. O'Neill, Mary
58. Pacholok, Rob
59. Planden, Ken
60. Popik, Marlene
61. Procinsky, Daryl
62. Raivio, Barry
63. Ridley, Diane
64. Ross, James
65. Sauer, Christine
66. Saumer, Howard
67. Shandro, Nick
68. Sinkwich, Don
69. Smith, Brian
70. Stead, Gerry
71. Stewart, Ursula
72. Taylor, Lawrence
73. Throndson, Lowell
74. Tyrence, Tracy
75. Urlacher, Jim
76. Usselman, Curtis
77. Vanderburgt, Judy
78. Vasseur, Robert
79. Walton, Paz
80. Weleschuk, Marian
81. Willis, Bob
82. Workun, Morley
83. Workun, Pat
84. Zapisocki, Ron
85. Zarowny, Gary
86. Zarski, Chris

APPENDIX 5

List of Stakeholder and School Board Presentations

List of Stakeholder and School Board Presentations

Southern School Board Presentations: • Calgary, October 16, 1997

- Calgary Roman Catholic Separate School District No. 1
- Calgary School District No. 19
- Christ the Redeemer Catholic Separate Regional Division No. 3
- Foothills School Division No. 38
- Red Deer School District No. 104

Stakeholder Presentations: • Red Deer, October 23, 1997

- Alberta Catholic School Trustees' Association (ACSTA)
- Alberta Construction Association (ACA)
- Alberta School Boards Association (ASBA)
- Alberta Teachers' Association (ATA)
- Association of School Business Officials of Alberta (ASBOA)
- College of Alberta School Superintendents (CASS)
- Council of Educational Facility Planners (CEFP)
- North Central Francophone Education Region No. 4
- Red Deer Public Library

Northern School Board Presentations: • Nisku, November 6, 1997

- Edmonton Catholic Regional Division No. 40
- Edmonton School District No. 7
- Fort McMurray Roman Catholic Separate School District No. 32
- School Plant Officials Society of Alberta (SPOSA)
- St. Albert Protestant Separate School District No. 6
- Sundance Catholic Separate Regional Division No. 10
- Wolf Creek Regional Division No. 32

APPENDIX 6

List of Written Submissions

Submissions to School Facilities Task Force

School Boards

1. Aspen View Regional Division No. 19
2. Battle River Regional Division No. 31
3. Black Gold Regional Division No. 18
4. Calgary Roman Catholic Separate School District No. 1
5. Calgary School District No. 19
6. Chinook's Edge Regional Division No. 5
7. Christ the Redeemer Catholic Separate Regional Division No. 3
8. Clearview Regional Division No. 24
9. Edmonton Catholic Regional Division No. 40
10. Edmonton School District No. 7
11. Elk Island Public Schools Regional Division No. 14
12. Foothills School Division No. 38
13. Fort McMurray Roman Catholic Separate School District No. 32
14. Fort McMurray School District No. 32
15. Fort Saskatchewan Roman Catholic Separate School District No. 104
16. Fort Vermilion School Division No. 52
17. Grande Prairie School District No. 2357
18. Grande Yellowhead Regional Division No. 35
19. Grasslands Regional Division No. 6
20. Greater St. Albert Catholic Regional Division No. 3
21. Holy Spirit Roman Catholic Separate Regional Division No. 4
22. Lakeland Roman Catholic Separate School District No. 150
23. Lethbridge School District No. 51
24. Medicine Hat Catholic Separate Regional Division No. 20
25. Medicine Hat School District No. 76
26. Northern Gateway Regional Division No. 10
27. Peace River School Division No. 10
28. Peace Wapiti Regional Division No. 33
29. Pembina Hills Regional Division No. 7
30. Prairie Land Regional Division No. 25
31. Red Deer Roman Catholic Separate School District No. 39
32. Red Deer School District No. 104

33. Rocky View School Division No. 41
34. Sherwood Park Catholic Separate School District No. 105
35. Sturgeon School Division No. 24
36. St. Albert Protestant Separate School District No. 6
37. St. Paul Education Regional Division No. 1
38. St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
39. Sundance Catholic Separate Regional Division No. 11
40. Wetaskiwin Regional Division No. 11
41. Wild Rose School Division No. 66
42. Wolf Creek Regional Division No. 32
43. East Central Alberta Francophone Education Region No. 3, North Central Francophone Education Region No. 4, Northwest Francophone Education Region No. 1, Northeast Regional Francophone Coordinating Council No. 2, South Central Regional Francophone Coordinating Council No. 6, Southern Regional Francophone Coordinating Council No. 7

Schools

1.	Crescent Heights High School (Medicine Hat)	Nat Flaig Bill Wahl	Principal/Music Teacher
2.	Falconridge Elem. School (Calgary)	Karol Dabbs	Principal
3.	Lindsay Thurber Comprehensive High School (Red Deer)	J. Paul Gowans	Principal
4.	New Horizons School (Sherwood Park)	Colleen Taylor	Teacher
5.	Richard S. Fowler Jr. High (St. Albert)	David Woloshyn	Principal
6.	St. Nicholas Catholic School (Edmonton)	Douglas Nelson	Principal
7.	Strathmore High School (Strathmore)	Al Pollock	Principal

School Councils

1.	A.B. Daley School Council, Claresholm	Nina Shimp	Chairman
2.	Bishop Greschuk School Advisory Council, Edmonton	Loran Mackowetzky	Chairperson
3.	Catholic Central High School Council, Lethbridge	Nadine Chandler	Chairperson
4.	Conrich School Council, Calgary	Wendy Mortson	Chairperson
5.	Florence MacDougall Community School Council, High Level	Janet Medynski	Chairperson
6.	Glen Avon School Council, St. Paul	Lesley Rebryna	Secretary
7.	H.A. Kostash - Kindergarten (ECS) Parent Group, Smoky Lake	Connie Purich	President
		Catherine Paradis	Vice-Pres.
8.	Harry Balfour School Council, Grande Prairie		
9.	J.T. Foster School Council, Nanton	Bridgett Jones	Lobby
		Marianne Morrison	Committee
10.	Livingstone Range Regional School Council, Fort Macleod	Henk Vandenberg	Co-Chair
11.	Magrath Elementary School Council, Magrath	Shauna Clifton	
12.	Mariel Martin School Council, St. Albert	David Grice	Chairperson
13.	Rideau Park School Parent Advisory Council, Edmonton	Rod Woren	Chairperson
14.	St. Bonaventure Junior High School Council, Calgary	Geoff Hurly	Chairperson
15.	Westminster School Council, Edmonton	Lois Flakstad	

Stakeholders

1.	Alberta Catholic School Trustees' Association	Lois Burke-Gaffney	President
2.	Alberta Construction Association (ACA)	Merv Ellis	Exec. Director
3.	Alberta Home and School Councils' Association	Elizabeth Dobrovolsky	President
4.	Alberta School Boards Association (ASBA)	Mr. Ron Patsula	Vice-President
		Mr. David Anderson	Exec. Director
5.	Alberta Teachers' Association	Bauni Mackay	President
		Charles Hyman	Assoc. Exec. Secr.
6.	Alberta Teachers' Association/Wolf Creek Local	Dr. Debra Schroeder	President
7.	Association of School Business Officials of Alberta	Tom Olson	President
8.	Building Owners & Managers Association (BOMA)	Ken Jocksch	President
9.	Canadian Union of Provincial Employees Local 2545 Fort McMurray	Lyn Gorman	President
10.	College of Alberta School Superintendents (CASS)	David Lynn	President

11. Council of Educational Facility Planners International (CEFPI)	Tom Tittemore	President
12. School Plant Officials Society of Alberta (SPOSA)	K.M. Fate	Exec. Director

Other Organizations

1. City of Grande Prairie, Planning and Community Development	Greg Scerbak	Director
2. City of St. Albert	Anita L. Ratchinsky	Mayor
3. Crossroads Regional Health Authority, Wetaskiwin	Ed Chubocha	Chairman
4. Fairbank Nunas Architects	Keith Nunas	Architect
5. Federation of Calgary Communities	John DeRinzy	President
6. I-XL Industries Limited, The Brick People, Medicine Hat	Malcolm S. Sissons	President
7. Manasc Isaac Architects Ltd., Edmonton	Vivian Manasc	Principal
8. Martindale Community Association, Calgary	Lars Lehmann	Member
9. Mistahia Health Region, Grande Prairie	Dr. Hilary Wynters	Chief Executive Officer
10. Parkland Regional Library, Lacombe	Gladys Dunnwebber	Board Chair
11. Red Deer Public Library	Dean Frey	Director
12. Stavro Melathopoulos Architects, Calgary	Stavro Melathopoulos	Architect
13. Thorkelsson Fry Architectural Associates Inc.	Gordon Thorkelsson	President

Individuals

1. Abbott, Ellen	Edmonton	Parent
2. Andres, Gerd	Wetaskiwin	School Council Member
3. Barnes, Jim	Calgary	School Board Trustee/Administrator
4. Benoit, Michael	Redwater	Educator/Parent
5. Blackley, Kelly	Edmonton	Parent
6. Boddez, Adrian J.	Morinville	Trustee/School Council/ Educator/Parent
7. Bown, T.	Turner Valley	Administrator/Educator/ Parent/School Council
8. Cooper, Mike	Edmonton	Educator
9. Delaney, Jim	Calgary	Facility Manager
10. DeWit, Cor	Leduc	Parent
11. Dulaba, Bob	Edmonton	Educator/School Council
12. Engen, Bev	Edmonton	Parent

13.	Gallup, E.M.		
14.	Greentree, Carolyn	Grande Prairie	Parent
15.	Guthrie, Jim	City of Edmonton	Senior Planner, Public Education
16.	Hammill, Don	Calgary	Parent
17.	Hampton, Wayne	Lacombe	Parent
18.	Harris, Lenore	Red Deer	Trustee/Administrator
19.	Kent (McIvor), Doris	Edmonton	Educator
20.	Kunnas, Floyd	St. Paul	Parent
21.	Leahy, David	Medicine Hat	Trustee/Administrator
21.	Lo, Thomas	Sherwood Park	Parent
21.	Lyons, Dennis	St. Albert	School Council
21.	McIntosh, Dana	Grande Prairie	Parent
21.	Medynski, Tom	High Level	Parent
21.	Messmer, Les & Collette	Lethbridge	Parents
21.	Nichol-Stiksma, Laura	St. Albert	Air Quality In Alberta Schools
21.	Pearson, Ingrid	Taber	Trustee/Administrator
21.	Peterson, Ed	Ferintosh	
21.	Rook, Julie L.	Lethbridge	
21.	Sansom, Philip D.	St. Paul	Educator
21.	Smith, Warren	Carstairs	Educator
21.	Spencer, Guy	Grande Prairie	
21.	Trouth, N.S.	Calgary	Parent/Engineer
21.	Tyson, J. Ross	Edmonton	Educator
21.	van der Lee, Chris & Hanna	Lethbridge	Parents
21.	Vandermeer, Audrey	Edmonton	Parent
21.	Viohn, Barbara	Parkland	Educator/Council Member/Parent
21.	Wahl, Bill	Medicine Hat	Educator/Parent
21.	Weleschuk, Marian	Edmonton	Education Consultant
21.	Williams, N.	Ohaton	School Council/Parent
21.	Zornes, Deborah	Athabasca	School Council/Parent

APPENDIX 7

List of Materials Distributed by the School Facilities Task Force

Materials Distributed by the School Facilities Task Force

1. News Release: February 10, 1997.

2. News Release and Backgrounder: August 21, 1997.

3. Discussion Paper: Towards Development of a New School Facilities Capital Plan for Alberta's Students - August 1997.

4. Presentation at Public Consultation Meetings, Hoang Le, Director, School Facilities Branch.

5. Regional newspaper advertisements and news releases.

6. Facilitators' Notes From Public Consultations: St. Paul, Grande Prairie, Red Deer, Lethbridge, Medicine Hat, Fort McMurray, Calgary and Edmonton.
   (These notes were made available on Alberta Education's website <http://ednet.edc.gov.ab.ca>).

APPENDIX 8

List of References

References

Alberta Education: Creating Independent and Interdependent Learners: Business and Education Working Together - Report of the Business Involvement Advisory Group and the M.L.A. Implementation Team on Business Involvement and Technology Integration, 1996.

Alberta Education: Framework for Technology Integration in Education: A Report of the M.L.A. Implementation Team on Business Involvement and Technology Integration, 1996.

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Alberta Education: Meeting the Challenge IV: Detailed Three-Year Plan for Education in Alberta, 1997/1998 - 1999/2000, 1997.

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National Governor's Association Center for Policy Research and Analysis: Time for Results: The Governor's 1991 Report on Education, 1986.

Ontario Ministry of Education and Training: Excellence in Education: Student-Focused Funding for Ontario - A Guide Book, 1997.

Saskatchewan Education, Training and Employment: School Facilities Funding Guidelines, 1994.

APPENDIX 9

Discussion Paper, "Towards Development of a New School Facilities Capital Plan for Alberta's Students"

Towards Development of a New School Facilities Capital Plan for Alberta's Students

Discussion Paper

School Facilities Task Force
August 1997

This Discussion Paper is available on the Internet at Alberta Education's home page (http://ednet.edc.gov.ab.ca) and click on funding.

ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. School Facilities Task Force.
Towards development of a new school facilities capital plan for Alberta's students.

"Discussion paper"
Available on Internet (http://ednet.edc.gov.ab.ca) under funding.
ISBN 0-7732-9874-6

1. School buildings – Alberta – Finance. 2. School buildings – Alberta – Costs. I. Title.

LB3219.C2.A333 1997 690.7

School Facilities Task Force Members

- Gary Severtson, M.L.A. Innisfail-Sylvan Lake, Chair
- Bonnie Laing, M.L.A. Calgary-Bow
- John Bole, College of Alberta School Superintendents (CASS)
- Murray Lloyd, Association of School Business Officials of Alberta (ASBOA)
- George Nicholson, Alberta School Boards Association (ASBA)
- David Purdy, Alberta Chapter, Council of Educational Facilities Planners International
- Terry W. Storch, Alberta Teachers' Association (ATA)
- Lori Fipke, BAR DV Country Casuals, Thorsby, Public Member
- Ward Garven, Xerox Canada, Calgary, Public Member
- Joseph C. Y. Leung, Marquis Communities Development Inc., Calgary, Public Member
- A. Douglas Rogan, Taku Gas Limited, Calgary, Public Member

Alberta Education Technical Support Team

- Hoang D. Le, Assistant Director, School Facilities
- Timothy B. Yip, Senior Consultant, School Facilities
- Laurel A. Cook, Administrative Services Manager, School Facilities

Message From The Chair

Education remains one of the Alberta Government's top priorities. The government also is committed to consulting regularly with Albertans to hear their views on relevant issues. This discussion paper reflects our commitment to education and the consultation process.

The paper is intended to stimulate public discussion and provoke innovative thinking about funding a major resource in our public education system – school facilities.

School facilities are the physical buildings that most people think about when they talk about school or going to school. These facilities are the primary learning environments in which many public education programs are delivered to students.

In February, the Honourable Gary G. Mar, Minister of Education established a School Facilities Task Force to recommend to him a school facilities capital plan that would address the needs of Alberta students. In making its recommendations, the task force will take into consideration the emergence of new learning and teaching technologies as well as being sensitive to the reality that there is a limit to the finances available.

The School Facilities Task Force needs your input. I invite you to share your views and ideas on the issues described in this paper. We will be consulting with Albertans in September and October, 1997 and making our final recommendations to the Minister by December 15, 1997.
I hope you will be able to participate in these discussions. I look forward to hearing from you during the next two months.

Sincerely,

Gary Severtson
M.L.A., Innisfail–Sylvan Lake
Chair, School Facilities Task Force

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Purpose Of This Discussion Paper

Need For New School Facilities Capital Plan

A new school facilities capital plan must be developed and introduced in 1998 to take us into the next century. The plan will help guide the Alberta Government's funding decisions related to building new school facilities and maintaining, renovating and replacing existing ones.

School Facilities Task Force

In February, 1997, the Honourable Gary G. Mar, Minister of Education, set up a School Facilities Task Force with the purpose of recommending a new plan. The Task Force will consult with Albertans and use the findings to recommend a new school facilities capital plan in a report to the Minister in December, 1997.

Public Consultation

The Task Force is seeking feedback and advice to develop recommendations for a new school facilities capital plan. This discussion paper is intended to initiate that process.

The purpose of this paper is to:

- inform Albertans about the key issues associated with building, maintaining, and funding school facilities;
- stimulate public discussion aimed at finding more innovative and better ways of providing school facilities;
- seek the ideas and opinions of our education partners on how to more effectively put in place, manage and maintain the school facilities that Alberta students need.

Six Key Issues

We have identified six key issues, each of which is described in more detail in this paper. We need your advice on these issues:

1. Maintaining, renovating, and replacing existing school facilities
2. Accommodating enrolment growth
3. Accommodating new educational programs and different delivery methods
4. Maximizing the use of existing facilities
5. Sharing facilities, resources and activities
6. Planning and managing school facilities capital

We recognize that our list is not exhaustive. If there are other issues you would like to discuss, please raise them in your response to this paper. We will be pleased to consider them.

How This Paper Is Organized

The six issues follow. Each issue is briefly summarized and followed by a series of questions which are designed to stimulate your ideas. A comment sheet is attached for your response. Please complete and return this to the address provided.

Alberta operates within strict fiscal guidelines. In your answers you need to bear in mind these financial limitations, and consider new solutions. Simply increasing spending will not create a lasting solution.

In the appendix to this paper, you will find information on the context to these issues and the present capital funding system. This appendix also includes facts and trends that have implications for school facilities capital planning.

Issue 1: Maintaining, Renovating And Replacing Existing School Facilities

Today, about 66 per cent of Alberta's 1,483 schools are more than 25 years old. In ten years, about 84 per cent of all schools will be more than 25 years old (See Appendix 2). We are faced with making decisions about maintaining, renovating and replacing these facilities.

- School buildings have an average life expectancy of 25 to 50 years. Major building components, such as the roof, heating and ventilation system, electrical system, and interior and exterior finishes, have average life expectancies of 20 to 30 years. (Maintaining refers to replacing these components.) Components in a large proportion of our school facilities have reached this age. A number of school buildings are so obsolete and the costs to renovate them so prohibitive, they may need to be replaced.

- The delivery of education has changed enormously since many of our schools were designed and built; facilities need to be renovated or modernized to accommodate these changes. (Renovating refers to making changes to space and, at the same time, replacing building components that no longer work or are about to stop working.) Many schools do not have the electrical wiring systems needed for computer technology. In others, space must be reconfigured to accommodate a move from textbook-based instruction to hands-on demonstration where students gather around a work station.

- The total estimated cost for maintaining and renovating school facilities is about $1.82 billion over the next ten years: approximately $771 million to address the backlog and $1.056 billion for projected needs.

- The private sector estimates that 1.5 – 2.0 per cent of the replacement value of capital stock must be set aside annually for maintaining and renovating facilities. Using this formula, Alberta Education would be spending up to $140 million a year on maintaining and renovating school facilities having a replacement value of $7 billion. At present, the Department spends $80 million a year, or 1.2 per cent of replacement value.

- In addition, the private sector annually sets aside 1.5 per cent of replacement value to replace obsolete facilities. At present, Alberta Education is spending about $15 million a year to replace obsolete schools, or 0.2 per cent of replacement value.

Questions to consider:

1. What are cost effective ways of maintaining, renovating and replacing existing facilities?

2. What priority should we give to maintaining and renovating existing facilities? Should a separate pool of funds be provided for these purposes?

3. For maintaining and renovating existing facilities, should the government use the private sector rate (1.5 – 2.0 per cent), its own current rate (1.2 per cent), or some other figure? How should the backlog be addressed?

4. For replacing obsolete facilities, should the government use the private sector rate (1.5 per cent) or some other figure?

5. If more money is to be spent on maintaining, renovating and replacing school facilities, where should that money come from?

Issue 2: Accommodating Enrolment Growth

Student enrolment numbers are increasing every year, creating a need for additional space or more effective use of existing space (Appendix 3). School space is available, but not necessarily where the growth in enrolment is taking place.

- More people are moving into Alberta every year. Provincial in-migration contributes significantly to student enrolment which is projected to increase by about 11,000 students per year.

- If we were to provide new space to meet this increase, without looking at alternatives, we would have to build 22 new schools a year. At today's rates, this would cost Alberta taxpayers about $110 million a year.

- Most of the enrolment increase is in high growth communities such as Airdrie, Calgary, Canmore, Cochrane, Edmonton, Grande Prairie, High River, Okotoks, Sherwood Park, St. Albert and Strathmore.

- The growth in Calgary and Edmonton is typically at the edge of the cities where new residential subdivisions are being built. Some school space is available, but it tends to be in older communities closer to the city centres. In Calgary, about 70 per cent of students live in new suburbs where only 45 per cent of the schools exist. In Edmonton, the numbers are 60 per cent and 40 per cent, respectively.

Questions to consider:

1. Apart from building new schools, what are the best alternatives for accommodating enrolment growth?

2. Should it be a requirement that existing facilities in a jurisdiction or region are full before funding for new schools is approved?

3. Should it be a priority for school boards to use excess space that *other* boards have, if travel times are acceptable?

4. Should the province be encouraging partnerships with the private sector? Should private sector developers be given incentives for providing schools in new subdivisions or should it be a requirement?

5. What are the most cost effective ways of acquiring or constructing new space?

Issue 3: Accommodating New Educational Programs And Different Delivery Methods

Many school facilities need to be modified to accommodate a variety of program delivery methods.

- Teachers today use a wide variety of delivery methods and can select aids ranging from computer and video programs to closed-circuit television and satellite transmissions. However, the majority of schools were built before computer technology, at a time when teachers used more traditional methods.

- Schools are adjusting their programs to make learning more relevant to students' needs. New programs, such as Career and Technology Studies (CTS), have been introduced to prepare students for a workplace which itself is constantly changing and becoming more competitive. Schools and equipment need to be regularly upgraded to handle such program changes.

- Students' educational needs are becoming more diverse as changes take place in our society. More students have special needs; students are staying in school longer; and more parents are exercising their right to have their children receive French language education.

- School facilities need to accommodate students' diverse demands: individual learning; group activities; rapidly changing teaching technologies; and a variety of learning resources.

Questions to consider:

1. Apart from modifying school facilities, what other options do we have for accommodating new educational programs and teaching methods?

2. Many facilities require the technology infrastructure (such as wiring for computers) to accommodate different methods of learning and program delivery. What priority should this infrastructure have?

3. Should more money be made available for new programs and different delivery methods? If yes, where should that money come from?

Issue 4: Maximizing The Use Of Existing Facilities

Available space is in inner areas of large cities and in rural communities, usually some distance from where it is needed. Buildings held by other government departments may be underutilized, but these too are often located in the centre of a town or city. The first priority is to maximize the use of existing facilities. How can this be done?

- Schools in the older, inner areas of large cities often become underused or vacant because the number of school-age children usually declines as a community gets older. However, at some point, most older communities will begin to attract young families, and student enrolments may increase again.

- It does not make financial sense to build new schools or add space to existing schools when suitable space is available elsewhere. There are many potential alternatives: bussing, boards' sharing or transferring schools, using other public sector buildings for school purposes, leasing privately-owned space, or investigating other options with the private sector.

- School utilization has already increased. Schools are being used longer hours and for different purposes than they were 30 years ago. Some boards are offering modified programs such as year-round schooling. School facilities are used after hours for public meetings, adult education or recreational programs.

Questions to consider

1. How can we maximize the use of existing schools and other public buildings?

2. Should school boards be required to exhaust all alternatives, such as the ones mentioned above, before new school construction or additions can be considered? Should incentives be offered to school boards to encourage them to look for creative alternatives or should it be a requirement?

3. Should public and separate school boards be required to share school facilities (rather than building new schools) if space is available?

4. Should we increase the utilization of existing school facilities through, for example, extended days or a modified school year?

5. What should we do with excess school space and vacant schools?

Issue 5: Sharing Facilities, Resources and Activities

By sharing facilities and resources, the province can reduce duplication and improve efficiency. School space and resources, such as gymnasiums, libraries, assembly rooms, could be used after hours to serve the whole community. Services to children and families could be more effectively and efficiently delivered from common facilities.

- Governments and agencies alike are looking for more effective and efficient ways of providing services to children. One way is to share space in publicly-owned facilities, like schools. For example, a range of services to children and families could be offered from the school site using a team of providers.

- Another way is to coordinate the use of infrastructure across all government departments. This would involve a province-wide capital planning and budgeting system.

- Schools can serve educational needs and broader community needs. Jurisdictions in Alberta and across North America have already proven this. A joint venture between the Fort McMurray School District No. 2833 and the YMCA has resulted in a high school with a fitness centre and swimming pool. Two school boards jointly bought a vacant ALCB building in Provost and converted it into a CTS facility which serves public and separate school students, community and local industry.

- Other creative examples of multi-use of space and resources are numerous: school-based health and social services for children and the community, shared library services, sharing of school computers, and school space being shared with municipal government offices. Many school boards use commercial space for outreach programs. In Calgary, a new school has been housed in the downtown offices of TELUS. In Denmark, a school and a seniors' group are sharing facilities, resulting in measurable benefits to all.

Questions to consider:

1. Is it desirable to make a concerted effort to offer educational programs alongside other community services and programs in the same building? What types of programs and services could most suitably share space with school programs?

2. Should government departments, school boards, municipalities and community agencies actively look for ways to share facilities? How should they do this?

3. Should a higher priority for capital funding be given to school facility projects that propose sharing a building with other agencies providing community services and programs?

Issue 6: Planning And Managing School Facilities Capital

Cost efficiency and effectiveness in capital spending depend on the creative use of existing facilities and the careful planning and managing of future investment. The key to success in planning and managing school facilities lies in developing effective co-ordination and collaboration among school boards, between Alberta Education and school boards and between other government departments and school boards.

- Before being able to apply new and more creative ways of managing school facilities, Alberta Education needs a good information base of all existing facilities as well as immediate and long term needs. This requires careful planning by governments and school boards. Moreover, if facilities are to be shared with various users, long-term planning involving a number of partners will become necessary.

- Government has well-defined planning cycles, but few school boards regularly prepare either a long-range facility plan or a joint capital plan with other school boards and government departments.

- If each school board prepared a multi-year capital plan, the provincial government would have a complete picture of the current state and capacity of facilities and a projection of needs for the future. Individual school boards' plans could then be rolled into a province-wide plan.

- With long-term plans, school boards and the government could more effectively address local needs and priorities before they arise.

- By working co-operatively, the province and school boards could identify school boards' needs for resources or expertise in planning and project management activities, and the province could respond by providing guidelines, training or funding.

Questions to consider:

1. How do we encourage school boards to do longer term planning setting out their facility needs and capital plans or should this be a requirement?

2. Should we require joint planning by various government departments, different levels of government and agencies so that facilities can be shared by different users?

3. Alberta Education annually establishes a three-year school capital funding plan and gives school boards approval for projects over two years. Should the durations of the capital funding plan and project approval be extended?

DISCUSSION PROCESS

Developing a new capital plan is a complex task. We need to work together to find the best approaches. Our biggest challenge is to go beyond traditional ways of providing school facilities for Alberta's students.

This paper has described six issues related to the new school facilities capital plan. The concepts and options in the paper are intended to spark new ways of thinking. However, do not feel limited by the paper. You may have ideas about educating students which lead in quite a different direction but are still linked to school facilities issues.

What would your advice to the Task Force be? What should our priorities be for the new school facilities capital plan?

We want to hear your views, your ideas and your advice on these important issues – or any other related ones that you see as a priority.

Please complete and return the attached comment sheet and any written submission to:
Gary Severtson, M.L.A.
Chair, School Facilities Task Force
9th Floor, West Tower, Devonian Building
11160 Jasper Avenue, Edmonton, AB T5K 0L2
Fax: (403) 427 5816 E-mail: SFTF@edc.gov.ab.ca

Listing Of Public Meeting Venues

You may also wish to attend one of the public meetings. If so, please **call 310-0000** then dial **427-8555 to register**. If you are calling from outside Alberta, the number is (403) 427-8555.

Date	Location	Time
September 23	St. Paul	7:00-10:00 pm
September 25	Grande Prairie	7:00-10:00 pm
October 2	Red Deer	7:00-10:00 pm
October 7	Lethbridge	7:00-10:00 pm
October 9	Medicine Hat	7:00-10:00 pm
October 14	Fort McMurray	7:00-10:00 pm
October 16	Calgary	7:00-10:00 pm
October 21	Edmonton	7:00-10:00 pm

Comment Sheet

School Facilities Task Force Discussion Paper

We welcome your views on the six issues and related questions presented in this discussion paper. Please write your comments below.

Feel free to provide comments on any additional issues.

We would like some information about you. Please check the appropriate boxes:

- p a school board trustee or administrator
- p an educator
- p a member of a school council
- p a parent or guardian
- p a student

Name and address:

Mail or fax this sheet to:
Gary Severtson, M.L.A.
Chair, School Facilities Task Force
9th Floor, West Tower, Devonian Building
11160 Jasper Avenue, Edmonton, AB T5K 0L2
Fax: (403) 427 5816 E-mail: SFTF@edc.gov.ab.ca

Thank You For Taking The Time To Provide Your Views.

Appendix I

Background Information

Context

Alberta is prospering. We are seeing new growth in the economy. Prosperity attracts more families to the province, increasing the demand for services such as education. We need to be creative in how we provide space to meet the increased demand, while protecting our existing investment in school infrastructure. Taxpayers continue to expect governments to be fiscally responsible and accountable. The challenge is to find a balance between responsible public spending and meeting the needs of Alberta's students.

There are 1,483 publicly funded school buildings in Alberta, with a replacement value of over $7 billion.

The discussion paper identifies six issues which are key to developing a new school facilities capital plan. This background information provides a context for discussion on those issues. It also briefly describes how the present system of capital funding works, and presents some facts and trends that have implications for future decisions.

Spending and Managing Wisely

One of the priorities shared by the provincial government and Albertans is to safeguard public investment. School buildings represent an investment that has grown in value over the years. It is critical that this infrastructure be protected and managed today so that tax dollars will continue to benefit students tomorrow and well into the future.

Another priority has been to pay down debt. Since September, 1995, Alberta Education has moved from a debt servicing system (debenture) to a pay-as-you-go system (grant) for all new school capital projects. At the same time, the Department continues to pay down the debt owing on school buildings constructed before 1995.

Any decisions about capital spending must be made in the context of cost effectiveness. This means, first, finding ways of using existing facilities to their maximum capacity through creative sharing of space and resources. Second, Alberta Education must consider whether existing public sector buildings can be used for school purposes. New construction or modernization will not be considered a priority if alternatives are available. Where the Department does spend on new construction, it can contain costs by using only the most economical design, materials and procurement methods.

Demographic Trends

If Alberta Education were to provide new space, without looking at alternatives, it would have to build 22 new schools a year to accommodate new enrolment.

With greater immigration and inter-provincial migration, and with students staying in school longer, Alberta Education expects to see significant increases in its student population over the next decade. Approximately 540,000 students currently receive education programs in publicly-funded school buildings, and the number is growing. Over the next few years, school enrolments are expected to increase by an average of 11,000 students per year.

Rural to urban migration will continue, so that by 2001, more than 86 per cent of Alberta's population will be living in an urban centre. In contrast, during the early 1950s, the decade in which most school building took place, only 52 per cent of Albertans lived in a town or city. Today, a further migration trend is affecting the provision of school space: families are moving from inner cities to new suburbs and bedroom communities. Not only does this leave inner city schools underused, it also results in pressure to build new schools in these new areas.

Education in a Changing Environment

Other trends are affecting the ways the province funds and delivers education. With technological advances and the removal of trade barriers, more Alberta companies are able to compete in national or international markets. These companies will be seeking employees with high levels of education and technological skills – even for entry level positions.

In 1995-96, almost 32 per cent of 18 year olds were in school, compared to 10 per cent in 1980-81.

Employers expect high school graduates to have a high degree of competence in writing, communicating, reading, social studies, numeracy, computing and science.

As technology becomes a universal feature of most workplaces, albeit a constantly changing one, workers will have to be flexible and multi-skilled. Young people are staying in school longer and schools are adjusting their programs to reflect this reality and to make learning more relevant to individual needs.

New programs and approaches have been developed to prepare students for a rapidly changing competitive work environment. These programs and new technology require more per-student space than was traditionally provided in schools. The infrastructure needed to support technology is more sophisticated than it was when most schools were built.

A 1995 Report published by the Council of Educational Facility Planners says future schools must allow provision for students to work together in small groups and at individual work stations.

We must review the physical layout of schools and class spaces to ensure it can provide the environment and equipment needed to support new technologies and a wide range of program delivery models. We must also look at alternative models, particularly ones that are less capital intensive such as those using computer technology to link home to learning centre, student to teacher, and student to student.

Diverse Student Needs

The education needs of our students are becoming more diverse as changes take place in our society. Changing immigration patterns have increased the number of students from non-English speaking countries. More parents are exercising their right to have their children receive French language education. We are committed to accommodating all people with physical disabilities which requires making school buildings accessible.

If schools are to maximize learning, they need to recognize individual differences and take them into account by offering a range of instructional approaches, activities, and teaching aids. School spaces must be flexible enough to accommodate a variety of uses and users.

How The Present System Works

The School Act establishes the following principles for the education of every Alberta student:

- *Quality education consistent with abilities;*
- *Equitable access to educational opportunities;*
- *Flexibility in meeting the unique needs of students and communities;*
- *Responsiveness of policies, programs and priorities to students' needs;*
- *Accountability for decisions and expenditure of funds.*

Responsibility for Funding School Facilities

In 1995-96, Alberta Education made changes to the funding of education to ensure that all students in Alberta have equal access to quality services. All education property taxes and some money from the General Revenue Fund are allocated equitably to school boards in Alberta. In this way, the department has assumed responsibility for full funding of education.

Education Funding Framework

Alberta Education provides funds to school boards through three blocks:

- The **capital block** provides for the costs of new capital projects and for retiring debt owing on school buildings constructed prior to 1995-96. Programs under the capital block include: the Building Quality Restoration Program (BQRP), modernization, new construction, Career and Technology Studies (CTS) equipment, leasing of instructional facilities, and purchase of facilities and land. Funds cannot be transferred to or from the capital block.
- The **instruction block** provides for the cost of instructional programming and services such as computers and instructional materials.
- The **support block** provides for the cost of operating and maintaining schools, board governance and central office administration, and student transportation.

Capital Funding Allocation Process

Several participants have a role in the process of allocating funds:

- Each year the **Alberta Government** approves annual capital budgets for the next three fiscal years.
- **School Boards** are responsible for planning and evaluating their own districts' needs and setting priorities for capital projects. Funding for maintaining and upgrading school buildings and sites under the Building Quality Restoration Program (BQRP) is allocated to school boards using a block funding approach. Consequently, no application is required for BQRP funding. For other projects (new schools, additions, portables, modernization, CTS equipment, etc.), school boards submit their priority list of capital funding applications to the provincial School Buildings Board.
- **Alberta Education School Facilities** staff evaluate all applications against the established provincial priorities and criteria and prepare recommendations to the School Buildings Board for decisions.
- The **School Buildings Board** is an administrative body of senior provincial government staff appointed by the Lieutenant Governor in Council. The board has a number of functions, with its main duties being to review all capital funding applications submitted by school boards and approve the highest priority projects in the province within the budget established by the Alberta government.
- The **Minister of Education** announces the board's decisions on capital projects, usually in December each year.

Priorities and Criteria for Approval

The School Buildings Board uses the following priorities and criteria in making decisions about new construction and modernization projects:

- Priority 1. Projects which are vital to the health and safety of students and staff. (Projects to correct unsafe conditions or to prevent a major building failure.)
- Priority 2 New construction projects (new schools, additions and portable classrooms) which address a critical need for additional space where other alternatives are not available.
- Priority 3. Essential modernizations of deteriorated school buildings.
- Priority 4. Comprehensive modernization of existing facilities or new construction of gymnasiums and non-instructional space.
- Priority 5. New construction projects or modernizations where alternatives are available.

Over the past few years, the School Buildings Board has funded all projects which it determined as priorities 1 and 2. Only about one-third of priority 3 projects (essential modernizations) could be funded within the available budget. Since 1992 no funding has been approved under priorities 4 and 5.

For 1998-99, school boards requested $188.8 million for modernizations; 44 projects were approved at a cost of about $44.0 million.

Cost Control

For each approved capital project, the School Buildings Board establishes budgets for construction and for the total project using provincial capital cost guidelines. School boards must complete projects within the budgets approved by the School Buildings Board.

Budget for School Capital Construction

The provincial government's current three-year business plan for education sets out school capital budgets for the next three years as follows:

1997–1998	$122 million
1998–1999	$140 million
1999–2000	$140 million

Capital budget is part of approximately $2.9 billion spent each year to fund public and separate school boards and private schools.

School Facilities Space

There are 1,483 school facilities in the province, providing a total floor space of about 6.4 million square meters – enough for 590,000 students. About 540,000 students currently attend these schools. Considering that kindergarten students attend only half time, and some high school students part time, the total full-time equivalent number of students in Alberta is estimated at about 494,000. Sixty-three school boards and Regional Francophone authorities are responsible for operating and maintaining this space.

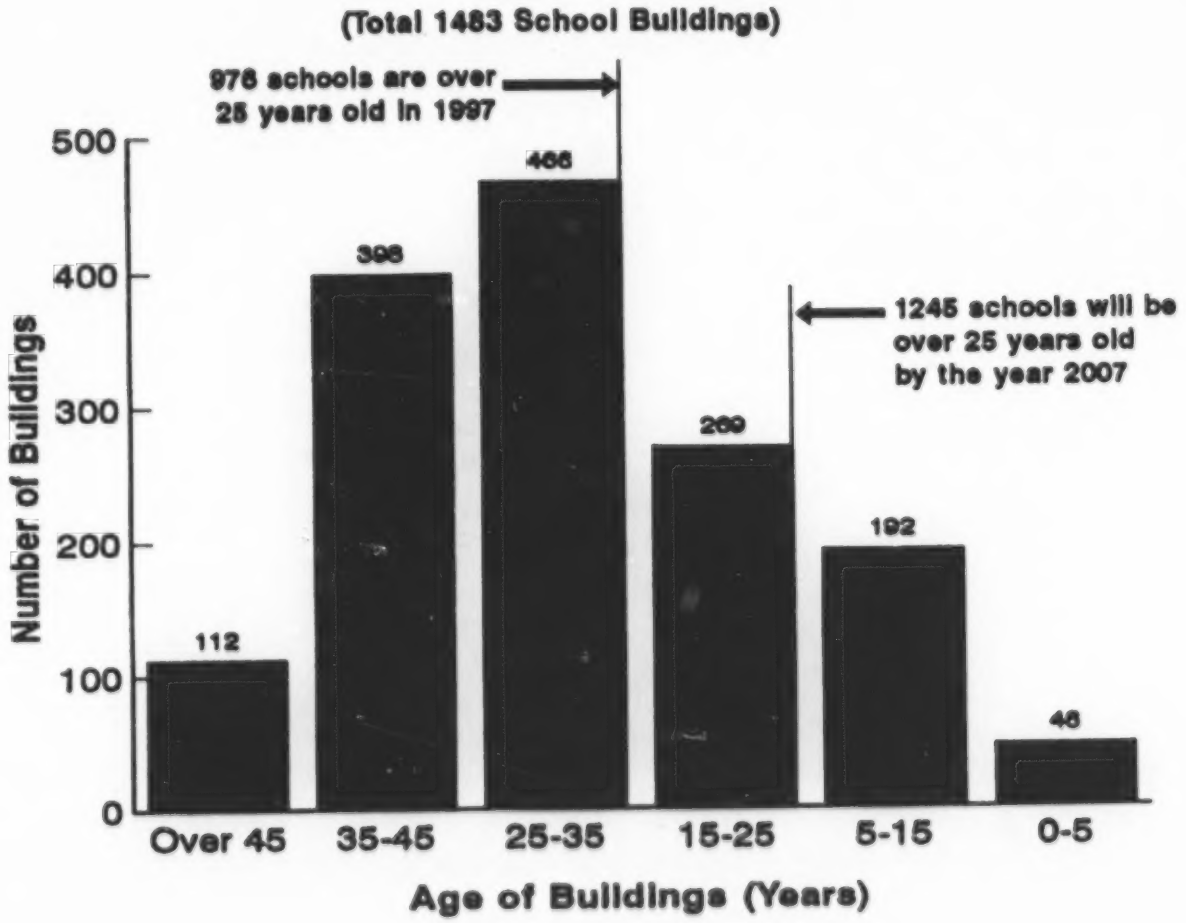
Definitions of Terms

The Building Quality Restoration Program (BQRP) is intended to replace buildings and components which have failed and therefore pose health and safety problems for students and staff. BQRP funds can also be used to extend the life of school facilities and sites, maintain the quality of the school environment, and provide renovation projects of less than $100,000.

A modernization project involves the renovation of an entire or portion of a school facility. Projects funded under the Modernization program have a value exceeding $100,000.

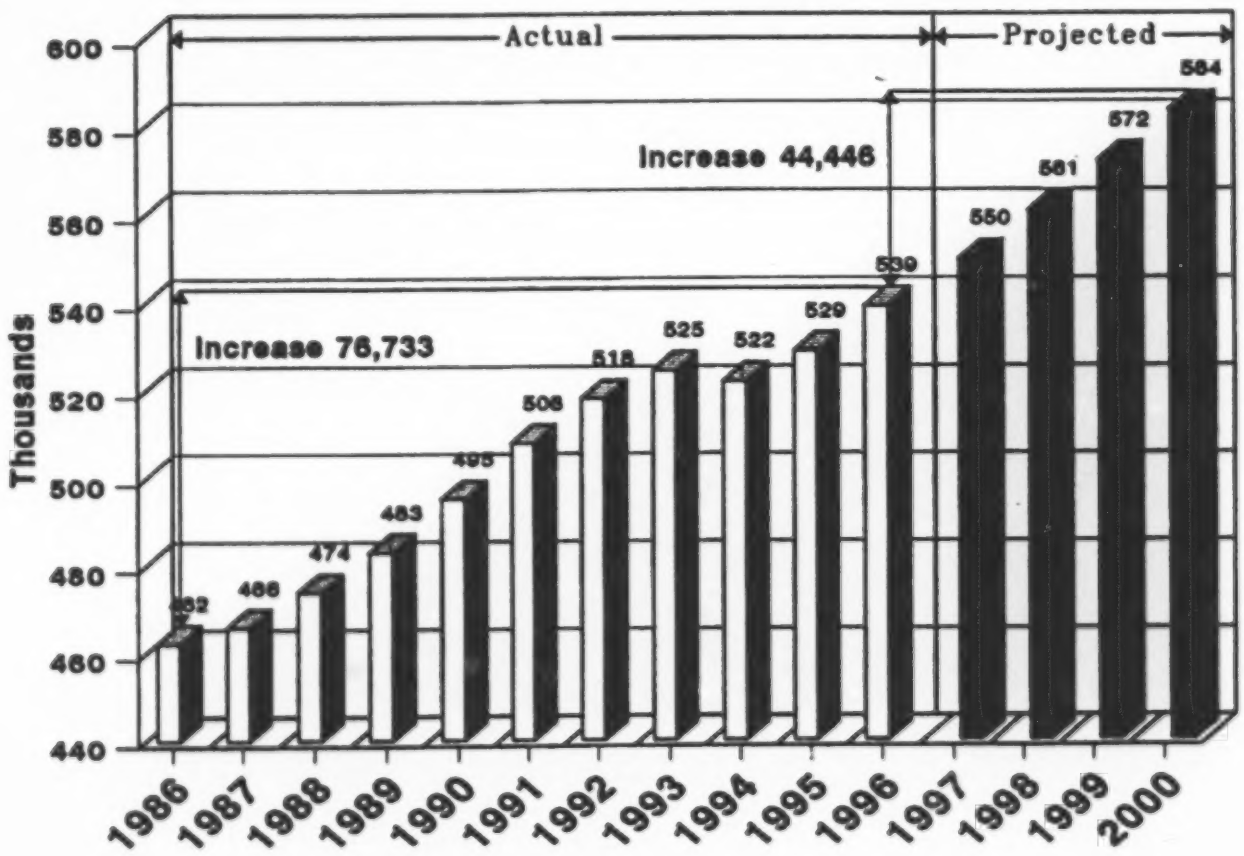
Appendix II

Alberta School Building Inventory by Age Group



Appendix III

Alberta Student Enrolments (ECS-12), 1986-2000



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